**Monday**

**Learning Objectives**

* Define and give examples of kennings, alliteration, and caesura
* Analyze and solve Anglo-Saxon riddles
* Reflect on how literature and art were important aspects of Anglo-Saxon life
* Present boasts

**Activity:**

Presentation of Boasts

**Assessment:**

Rubric-Summative

**Homework:**

Prepare to present.

**Tuesday-Wednesday**

**Learning Objectives**

* Discuss the historical origins of the Arthurian legends
* Articulate how medieval, Victorian, and modern historians and storytellers reflected the concerns of their own times in their treatment of the legends
* Understand the use of literature as historical evidence
* Compare the different literary forms writers have used to present Arthurian legends for different audiences
* Describe how artists have visualized the characters and objects portrayed in the legends

##### **Activity:**

##### Historical Background and Review

Begin by asking students to tell the story of King Arthur. Use the chalkboard to take notes on the characters they mention, the places, and motifs (e.g., Camelot, Excalibur, the Round Table, the Holy Grail). Discuss where they have acquired their probably-extensive knowledge about this legendary figure and why his story should persist into our times. Explain that the story of King Arthur has been told and re-told for nearly a thousand years, and that through this story we can find a connection to the world of the Middle Ages and trace its legacy today.

Use the resources of the [Labyrinth](http://labyrinth.georgetown.edu/" \t "_blank) website to introduce students to the vast historical period embraced by the King Arthur legend, stretching from the 5th century, when he may have lived, to the 15th century when Sir Thomas Malory gave the story its most influential form in [Le Morte D’Arthur](http://etext.virginia.edu/toc/modeng/public/Mal2Mor.html" \t "_blank). Use the following timelines of [Early British Kingdoms](http://www.earlybritishkingdoms.com/maps/index.html" \t "_blank) via the EDSITEment-reviewed [Labyrinth](http://labyrinth.georgetown.edu/" \t "_blank).

* [Early British Kingdoms](http://www.earlybritishkingdoms.com/maps/index.html)

Have students work in groups to review these timelines by picking out or adding events with which they are already familiar (e.g., the reign of Charlemagne, the Norman Conquest, the signing of the Magna Carta, the Crusades) in order to place the evolving story in its historical context.

Have students use maps to contextualize medieval geography. Provide students the following instructions: Print out the three maps—Medieval Cities, Physical Geography, and Regional Names—from the Medieval Sourcebook Medieval Map Quiz. Work with a partner to complete the three maps.

**Assessment:**

Formative-Teacher Observation

**Homework:**

Finish Timelines

**Thursday**

**Learning Objectives:**

* Discuss the historical origins of the Arthurian legends
* Articulate how medieval, Victorian, and modern historians and storytellers reflected the concerns of their own times in their treatment of the legends
* Understand the use of literature as historical evidence
* Compare the different literary forms writers have used to present Arthurian legends for different audiences
* Describe how artists have visualized the characters and objects portrayed in the legends

##### **Activity-** Earliest Versions of the Arthur Legends

Direct students to the [Camelot Project](http://www.lib.rochester.edu/camelot" \t "_blank) at the University of Rochester Labyrinth. In a short extract from [De Excidio Britanniae](http://www.lib.rochester.edu/camelot/gildas.htm" \t "_blank) by the 6th-century British monk Gildas, students will find a picture of the world Arthur is supposed to have inhabited. In a [brief extract from Historia Brittonum](http://www.lib.rochester.edu/camelot/nennius.htm" \t "_blank), by the 9th-century British historian Nennius, they will meet an Arthur already passing into legend (see in particular Chapter 56). Discuss the character and significance of Arthur as represented in these early accounts.

* What does Arthur seem to stand for in these narratives?
* What can we infer about the societies in which these historians lived from the ways they present Arthur and his actions?

**Assessment:**

Formative-Teacher Observation

**Homework:**

Finish classroom assignments.

Friday

**Learning Objectives:**

* Describe King Arthur and the knights of the Round Table
* Explain the historic and the mythical aspects of the Arthurian legend
* Discuss the rules of chivalry honored by Arthur's knights
* Relate several familiar tales associated with King Arthur
* Explain the significance of the quest for the Holy Grail

Activity:

Begin reading Le Morte d’Arthur

**Assessment:**

Formative-Teacher Observation

**Homework:**

Finish reading.